

# Greenfields Federation

Littlehaven Infant School and Northolmes Junior School



## *Growing Together, Aiming High*

Our vision at Greenfields Federation is that we will work together as a community to ensure all pupils achieve their best and everyone feels valued and respected. We will prioritise the well-being of our children and have high expectations for behaviour. We will create an inspiring and motivating learning environment where all children can deepen their knowledge, acquire new skills and develop as well-rounded, happy, confident individuals.

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## Remote Learning Policy

Review date: September 2023  
Ratified by the Governing Body:  
Next review: September 2024 (unless guidance changes)

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### 1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

### 2. Use of remote learning

All pupils should attend school, in line with our attendance policy. Remote education is not viewed as an equal alternative to attendance in school.

Pupils receiving remote education will be marked absent in line with the Pupil Registration Regulations.

We will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

- Occasions when we decide that opening our school is either:
  - Not possible to do safely
  - Contradictory to guidance from local or central government
- Occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example because
  - They have an infectious illness
  - They are preparing for or recovering from some types of operation
  - They are recovering from injury and attendance in school may inhibit such recovery
  - Their attendance has been affected by a special educational need or disability (SEND) or a mental health issue

The school will consider providing pupils with remote education on a case-by-case basis.

In the limited circumstances when remote learning is used, we will:

- Gain mutual agreement of remote education by the school, parents/carers, pupils, and if appropriate, a relevant medical professional. If the pupil has an education, health and care (EHC) plan or social worker, the local authority (LA) will also be involved in the decision
- Put formal arrangements in place to regularly review it and identify how to reintegrate the pupil back into school

- Identify what other support and flexibilities can be put in place to help reintegrate the pupil back into school at the earliest opportunity
- Set a time limit with an aim that the pupil returns to in-person education with appropriate support

Remote education will not be used as a justification for sending pupils home due to misbehaviour. This would count as a suspension, even if the pupil is asked to access online education while suspended.

### 3. Roles and responsibilities

The Headteacher and Assistant Headteachers are the overriding leads for remote learning in ensuring that the Remote Learning Policy is implemented fully and reviewed in a timely fashion. Alongside this they will take overall responsibility for the welfare and safety of pupils through their DSL role.

#### 3.1 Teachers

##### Learning Platforms

When providing remote learning, the following platforms will be used to set to learning

EYFS	Tapestry
KS1	E-schools / Google Classrooms
KS2	Google Classrooms

The Assistant Headteachers will be responsible for ensuring that all pupils and parents know login details and passwords to be able to access remote learning platforms.

##### Expectations of Work

When providing remote learning, teachers must be available during the normal school day.

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When providing remote learning, teachers should:

- Provide pupils with access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to the learning of all learners
- Make reasonable adjustments for pupils with SEND to access remote education, where required, informed by relevant considerations including the support families will require and the types of services that pupils can access remotely

##### When individual children require home learning to be set

The class teacher will make contact with the family via telephone or email within 24 hours

Staff will explain the two-week timetable of work that the children can access via their appropriate learning platform.

This timetable will provide at least the following activities each day:

Reading activity  
 Writing activity  
 Maths activity  
 Foundation subject activity

Children should continue to learn their spellings which have already been provided. 'Live' lessons will not form part of this provision as class teachers will be fulfilling their full-time teaching responsibility in school. Lessons may make use of the Oak Academy or White Rose Maths to support the learning at home.

Teachers will make contact with the family at least every 3 working days during the period of absence, via phone or email, but specific feedback for work will not always be provided.

##### Whole School Closure

This timetable will provide at least the following activities each day:

Reading activity  
Writing activity  
Maths activity  
Foundation subject activity

Children should continue to learn their spellings which have already been provided. In EYFS and KS1 this should equate to 2-3 hours of work each day and in KS2 this should equate to 3-4 hours work each day.

In KS1 and KS2 class teachers will set up a live chat with their class daily via Google Chat or Zoom. These timings will be staggered so that families with more than one child using the same technology can take part.

They may choose to record introductions and explanations for other lessons but there is no expectation that this will happen.

Work set should be submitted in the appropriate manner and staff should provide feedback on at least one piece of submitted work each day.

If children are not engaging in the live chat or submitting learning class teachers will telephone the family immediately and discuss the learning and how they may need to be supported.

Teachers will follow up with families who are not accessing the work or not submitting work within the expected timeframe.

### **Providing Remote Learning for Children with No Access to Online Platforms**

The Assistant Headteachers will keep a record of families who have been identified as having no access to technology or without internet access. Where possible a laptop will be provided for children who do not have access to technology at home if a school closure is going to be for longer than a period of 3 days.

If families do not have internet access or a laptop cannot be provided, then the class teacher or a member of the teaching team will provide paper print outs on a weekly basis. These will be delivered to families by a member of SLT.

Class teachers will ensure that these families are telephoned at least twice a week to ensure that they are able to engage in the learning.

### **3.2 Teaching assistants**

Teaching assistants must be available between 9am and 12pm and/or 1pm and 3pm depending on their contracted hours.

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When assisting with remote learning, teaching assistants are expected to:

- Be available for timetabled live meetings with their normal classes
- Where appropriate support class teachers to provide feedback to children's online learning
- Report any concerns to the class teacher
- Raise any safeguarding concerns either directly with a DSL or via CPOMS
- Support with the creation of any paper based learning packs

### **3.3 Subject leads**

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent

- Monitoring the remote work set by teachers in their subject – through a combination of remote meetings with teachers and by reviewing work set online.
- Alerting teachers to resources they can use to teach their subject remotely

### **3.4 Senior leaders**

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the Federation and ensure that websites are regularly updated to support the remote learning that is being set
- Monitoring the effectiveness of remote learning –through a combination of regular meetings or emails with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Support families with technical difficulties in order to enable remote access.

### **3.5 Designated safeguarding lead**

The DSL is responsible for:

- Ensuring welfare checks or phone calls are regularly made for children with EHCPs, social workers or other vulnerable families.
- Continue to liaise with Social Workers where necessary and attend meetings where appropriate.
- Ensure that CPOMS and other safeguarding files are kept up to date

### **3.6 Inclusion Lead**

The Inclusion Lead will liaise with class teachers to ensure that alternative work has been provided for SEND pupils where necessary.

### **3.7 Pupils and parents**

Staff can expect pupils learning remotely to:

- Ensure that they follow the Acceptable Use Agreement when working online and report any problems to their class teacher as soon as possible
- When live chats are available ensure that they join these lesson
- Complete all online learning that has been set by their class teacher and submit it for feedback as directed.
- Seek help if needed

Staff can expect parents to:

- Support children with following the Acceptable Use Agreement and ensuring that they are working safely online.
- Support children to access any work set remotely each day.
- Alert staff if their child is unwell and can not complete the work set
- Seek help from class teachers using the year group email addresses where necessary

### **3.8 Governing board**

The governing board is responsible for:

Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible

Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

## **4. Who to contact**

If staff have any questions or concerns about remote learning, they should contact the following individuals:

Issues in setting work – Headteacher or Assistant Headteachers

Issues with behaviour – Headteacher or Assistant Headteachers

Issues with IT – SBM or JSPC

Issues with their own workload or wellbeing – Headteacher or Assistant Headteachers

Concerns about data protection – talk to the data protection officer

Concerns about safeguarding – talk to the DSL

## **5. Data protection**

### **5.1 Accessing personal data**

When accessing personal data for remote learning purposes, all staff members will:

- Have read, agreed and signed terms and conditions of the Acceptable Use Policy
- In the event of remote learning, contact details for pupils can be accessed via Bromcom by logging into the school server remotely. Contact details should not be downloaded or stored on personal devices.
- Personal email addresses of class teachers should not be shared with parents, instead the year group email addresses should be used

### **5.2 Processing personal data**

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online.

### **5.3 Keeping devices secure**

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)

Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device

Making sure the device locks if left inactive for a period of time

Not sharing the device among family or friends

Installing antivirus and anti-spyware software

Keeping operating systems up to date – always install the latest updates

## **6. Safeguarding**

Staff should adhere to the full requirements of the Safeguarding, Online and Acceptable Use policies.

Staff should remain vigilant during periods of remote learning in the following ways especially during live class chats and phone calls with families.

All concerns should be passed to the DSL immediately and details recorded on CPOMS.

## **7. Monitoring arrangements**

This policy will be reviewed within the first month of a Tier 4 remote learning lockdown or within six months of the policy starting by the Headteacher and Assistant Headteachers.

## **8. Links with other policies**

This policy is linked to our:

- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy